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ABSTRACT

Sophie and Cody in "The Wanderer" (Sharon Creech) share the duties of recording their journey to an ancestor's birth land. The strong bond of family and accomplishments through the voyage home personified the embodiment of an adventurer. For Sophie and Cody, close family bonds were forged and washed clean by the sea. Odysseus, the protagonist in Homer's "The Odyssey," is also on a voyage home. Throughout his heroic adventures, even though at times self seeking and conceited, Odysseus establishes his determination to get home and become reunited with his family through numerous struggles. This young adult novel and this classic epic can be taught in combination because all the characters are caught in a journey teeming with strife. The concept of "getting home" and the storytelling motif are compelling in both genres. This thematic curriculum unit is designed for middle school students in 10 lessons based on 45-minute class periods. The unit is divided into the following parts: I. Voyages Home; II. "The Wanderer" and "The Odyssey"; III. Motivations; IV. Student Activities; V. Discussion Questions; VI. Vocabulary; VII. Assessment; VIII. Follow-Up Activities; and IX. Research Activities. The curriculum contains pages from "Elements of Literature Sixth Course Literature of Britain with World Classics" (Harcourt Brace & Co., 2000)including "Before You Read" exercises for and accompanied by "Crossing the Bar" (Alfred, Lord Tennyson) and "Ulysess" (Alfred, Lord Tennyson). Also included are downloaded activities such as "'The Odyssey' Crossword Puzzle" (http://www.entrenet.com/~groedmed) and "'The Odyssey' Quiz" (http://www.sparknotes.com). The Book of Jonah from the Authorized King James Version of "The Holy Bible" (Bible House, 1976) is also included. (NKA)

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The WANDERER

&

The Odyssey

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Thematic Unit

Voyages Home

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CS 511 203

Diane Sekula
Spring 2002
426-1
Teaching Adolescent Literature

I. # Voyages Home

II.

YAL		Classic Epic
The Wanderer	***Grade Level***	*The Odyssey*
by Sharon Creech	Middle School	by Homer

YAL novel and Classic Epic revolve around a voyage home and a story telling motif for Sophie and Odysseus.

III. Motivations

A. Show a brief clip of "The Perfect Storm" to introduce the reading of *The Wanderer* and *The Odyssey*.
B. Read a "sea poem" from *The Wanderer*: Tennyson "Ulysses;" Carl Sandburg "Fog;" Coleridge "The Rime of the Ancient Mariner;" to motivate the interest to read *The Wanderer* and *The Odyssey*.
C. Ask students opinion whether the trip home is ever very easy.

IV. Student Activities

A. Theme: the urge to go "**home**" is so strong in both these books. Make a chart to compare the reasons both are willing to risk death to get there.
B. Design character profiles for *The Wanderer* and *The Odyssey*.
C. Tell the stories of *The Wanderer* and *The Odyssey* from another perspective (Point of View) such as Dock's, Bompie, Penelope, etc.
D. Write a poem about a voyage that they have taken before.

V. Discussion Questions

A. How does the theme of voyage home manifest itself in *The Wanderer* and *The Odyssey*?
B. Why is the "story telling" motif so important to both books? Is it noteworthy that both main characters Sophie and Odysseus are good storytellers in these books?
C. What is the significance of the name of Sophie's sailboat (*The Wanderer*) and Odysseus being referred to as "The Wanderer"?

VI. Vocabulary

A. Vocabulary terms are very important in both *The Wanderer* and *The Odyssey*.

The Wanderer

B. Student will chart the terms into three categories: sailing, geography, Vocab.

The Odyssey

C. Student will chart the terms into three categories: Odyssey, geography, names.
D. The Instructor will split the categories and the students into teams: Using teamwork skills will make a glossary to share with the rest of the class to divide and conquer the vocabulary terms.

VII. Assessments

A. Grades will be given for:
   1. completion of group and individual projects. (100 points)
   2. #14 questions (Bloom's Taxonomy) at the end of *The Wanderer* and teacher generated Tests on *The Odyssey*. (100 points)

B. A Pre-Test and Post-Test Philosophy (since most school districts teach a Greek Mythology Unit) will be used with an Internet Test and there should be marked improvement on the Post-Test. (100 points)

C. Write an Epilogue for *The Wanderer* and *The Odyssey*. (50 points)

D. Write or Keep a Journal for two weeks on the progress through *The Wanderer* and *The Odyssey*. (50 points)

VIII. Follow-up Activities

A. Draw a map of the Voyages that Sophie and Odysseus traveled. (100 points)

B. Construct a Family Tree Chart for Sophie (new family) and Odysseus.

Identify Relation Relationship
(100 points)

C. Write an original myth on a God/Goddess that you make up: include; traits, gadgets, areas of control, etc. Remember to use what makes a good story. (100 points)

D. Make a brochure of one of the Geography Terms in either *The Wanderer* or *The Odyssey*. (100 points)

E. Write a scene for a play. Include a Plan of who from Hollywood you would cast for the roles in *The Wanderer* or *The Odyssey*. (100 points)

F. Use a Venn Diagram to Compare/Contrast: Sophie/Odysseus; Brian/Cody/Telemachus; Mo/Stew/Dock; Bompie/Penelope; etc. (50 points)

G. Create a Comic Book or a Pop Up Book from either *The Wanderer* or *The Odyssey*. (100 points)

IX. Research Activities

A. Develop a Greek Word Origin Chart to see how these words are used even today.

	Then	Now
Example:	Mt. Olympus	Olympics

(100 points)

B. Teach/Present to the class Report in Costume a five Minute Mini Lesson on:

God/Goddess, Monster, Sea Nymph from the Odyssey or a Character from *The Wanderer*
(100 points)

***Note:** Costume, Visual Aid, gadget, traits, area of control, worksheet, overhead activity, and Short Quiz made up afterward (to make sure the class was paying attention!

Diane Sekula
Spring 2002
426-1 April 18, 2002
Teaching Adolescent Literature

Voyages Home

YAL Novel
The Wanderer
by Sharon Creech

Grade Level
Middle School

Classic Epic Poem
The Odyssey
by Homer

Rationale:

Sophie and Cody in *The Wanderer* by Sharon Creech share the duties of recording their journey to the ancestor's birth land. The strong bond of family and accomplishments through the voyage home personifies the embodiment of an adventurer. Sophie comes face-to-face with the harsh reality and the fears of her past. Her cousins and she ultimately emerge on the homeland far along the path to adulthood. Close family bonds were forged and washed clean by the sea.

The protagonist, Odysseus, in Homer's *The Odyssey,* is also on a voyage home. Throughout his heroic adventures, even though at times self-seeking and conceited, Odysseus established his determination to get home and become reunited with his family through numerous struggles.

This young adult novel and this Classic Epic can be taught in combination because all characters are caught in a journey teeming with strife to get home. The concept of "getting home" and the story-telling motif is compelling in both genres. Both forms of action-packed, adventure literature represent the fierce determination to succeed in their endeavors to reach home.

This Thematic Unit will be taught to middle school level students in ten (10) lessons based on 45-minute class periods. Although, project and Portfolio Preparation will take more time out side of class to complete.

Reading Syllabus:

The Wanderer (305 pages)
YAL Novel

Parts I & II	pp. 1-62
Parts III & IV	pp. 63-177
Part V	pp. 181-241
Part VI	pp. 245-305

The Odyssey (370 pages)
Classic Epic Poem

Books 1-6	pp. 3-94
Books 7-12	pp. 95-192
Books 13-18	pp. 193-285
Books 19-24	pp. 286-370

Captain's Log Prompts:

"Everyone must row with the oars he has." (English Proverb)

"We may have come on different ships, but we're in the same boat now."
(Martin Luther King, Jr.)

"A journey of a thousand miles begins with a single step (stroke of an oar)."
(Lao-Tze)

"A misty morning does not signify a cloudy day." (Ancient Proverb)

"Home is where one starts from." (T.S. Eliot)

"Beware of little expenses a small leak will sink a great ship."
(Benjamin Franklin)

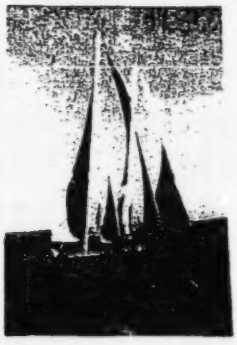
"Happiness isn't something you experience; its something you remember."
(Oscar Levant)

"The educated man differs from the uneducated as much as the living from the dead."
(Aristotle)

"Perfection never exists in reality, but only in our dreams." (Dr. Rudolf Dreikurs)

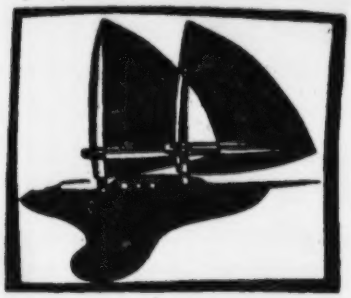
"No man is hurt by himself." (Diogenes)

"The injury we do and the one we suffer are not weighed in the same scale." (Aesop)



Objectives: Student will be able to:

- Gain a general understanding of theme.
- Identify an author's message by reading two different Points of View in a novel.
- Share ideas verbally through discussion.
- Investigate elements of writing to justify theme and recognize foreshadowing.
- Investigate elements of writing to express personal ideas.
- Identify a poet's message by reading a poem.
- Brainstorm for writing topics based on theme.
- Comprehend, interpret, and analyze a novel and classic epic poem.
- Comprehend, interpret, and analyze the biography of an author.
- Compose complete sentences to answer study questions.
- Write journal entries using complete sentences in the form of a Captain's Log.
- Demonstrate a variety of listening and speaking skills in the classroom.
- Orally and silently read from both genres.
- Recognize literary elements such as plot, theme, character, and dialogue in a written piece of literature.
- Identify and apply Characters as Flat, Round, Static or Dynamic.
- Apply critical thinking to compare/contrast heroic character traits to works and poetry in the unit.
- Identify and use selected vocabulary words in oral discussion and written assignments.
- Demonstrate understanding the use of a dictionary and glossary.
- Apply Teamwork skills to complete assignments.
- Use a dictionary to find the meanings and origins of words.
- Identify words from Greek Mythology that are commonly used English words.
- Apply rational thinking skills to the reading and interpretation of works.
- Apply discriminative listening and speaking skills in the classroom.
- Given latitude and longitude of a location of on a map determine whose voyage Sophie's or Odysseus's.
- Make a map of the voyages of *The Wanderer* and Odysseus.



Day 1 Lesson Plan

Introduction to Novel & Characters
Mini Lesson: Teamwork

Anticipatory Set: Show 10-minute clip of "The Perfect Storm."

Objectives: The student will be able:

1. To get motivated to read the novel *The Wanderer* and to appreciate the danger of sailing the North Atlantic Ocean.
2. To use communication and teamwork skills to divide vocabulary from both genres.
3. To use word recognition skills and resources such as phonics, context clues, picture clues, word origins, and word order clues; reference guides; roots, prefixes, and suffixes of words for comprehension.
4. To use information from the reading to increase vocabulary and enhance language usage.
5. To practice specific journal skills in writing.
6. To employ correct grammar, usage, and mechanics in journal entries.

Procedures:

1. Divide class into six groups for Vocabulary Assignment.
2. Compile a Glossary of Terms to be shared with the class.
3. Brainstorm a skill that may be taught for the betterment of the class.
4. **Vocabulary Team Builder:** Divide Vocabulary between six groups (Teams) The class will be divided into 6 teams and create a glossary for the class with the concept being "many hands make the work go easier."

The Wanderer:

a. Sailing terms
b. Geography terms
c. Vocabulary terms

The Odyssey:

a. Voyage terms
b. Mediterranean terms
c. Gods/Characters

Study Guide Questions:

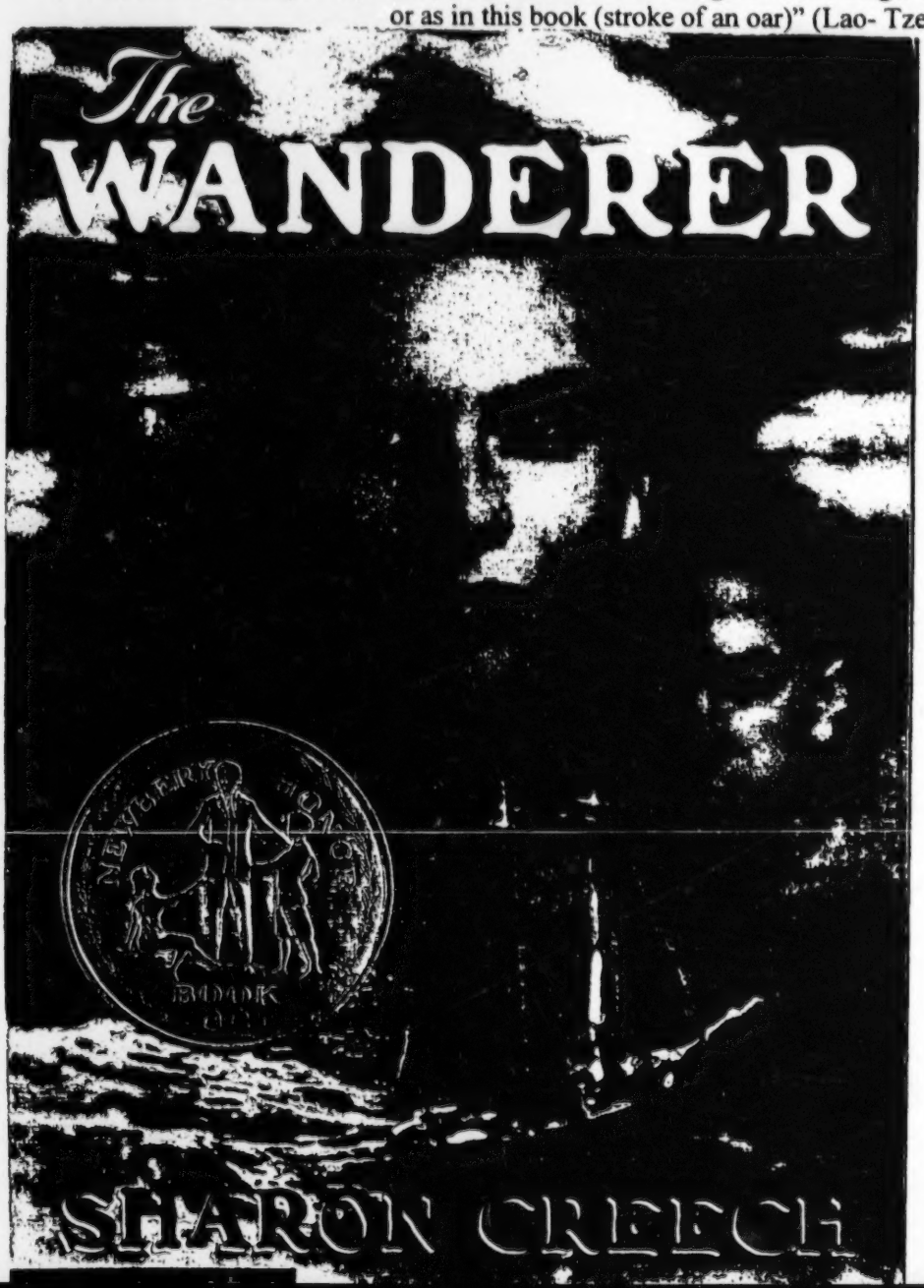
1. Where will Sophie and the crew of *The Wanderer* go on their journey, and how long will it take?
2. Who are the crewmembers on the Wanderer? How are they related?
3. Who is Bompie? Predict why everyone on *The Wanderer* doesn't think her Bompie Stories are true.
4. What is "the terrible dream" Sophie dreams at night?

Student Activities:

1. Students will use Teamwork to divide vocabulary task to a manageable amount.
2. Complete Vocabulary Assignment for your Team
3. Reader Response on Literary Reaction Attachment Page.
4. Captain Log Entry (below).
5. Portfolio Project Due at the end of Unit. Collect all work associated with this Unit.

Homework:

1. Read: *The Wanderer* Parts I & II, (pp. 1-62).
2. Finish vocabulary assignment for your team.
4. Captain Log Entry: "A journey of a thousand miles begins with a single step."
   or as in this book (stroke of an oar)" (Lao- Tze)



Day 2 Lesson Plan
Mini Lesson: Character Traits

Anticipatory Set: As students enter into the classroom, a Juggler will be juggling. In *The Wanderer*, everyone on the boat was to teach a skill to all the other members of the crew. Why do you think this would be important? What skill do you have that could be taught to others?

Objectives: The student will be able:

1. To determine what skill they could teach someone else to do.
2. To demonstrate a skill they can do.
3. To apply critical listening and speaking skills in the classroom.
4. To participate in a variety of speaking and listening experiences.

Procedures:

1. The students will list the characters of *The Wanderer*.
2. The teacher will explain the difference between main and secondary characters.
3. Introduce Literature Circles Roles.
4. The students will design character profiles.

Study Guide Questions:

1. Why do you think such an activity would be significant to the crew of the Wanderer? What does the skill tell you about the personality of the character?
2. How is Teamwork valued in the nautical setting?
3. What was Sophie's skill? Was it of value on the boat?
4. Does Sophie pull her weight at sea?
5. Reader Response. Explain why Sophie says, "The sea, the sea, the sea. It rolls and rolls and calls to me. Come in, it says, come in," and then later awakens from a dream, thinking, I hate the sea, and the sea hates me."

Student Activities:

1. Literature Circle Role: Character Captain will design Character Profiles; think about and create at least 2 questions about the characters in *The Wanderer*. The questions may be about character traits, actions, feelings, ambitions, relationships, roles, author choices, and so on.
2. Answer the Study Guide Questions while reading.
3. Develop plan for teaching a skill to the class.

Homework:

1. Read Parts III & IV (pp. 63-177) of *The Wanderer*.
2. Finish character profiles.
3. Captain's Log Entry: Consider this passage:
   "Everyone must row with the oars he has."(English Proverb)
   With whom do you identify with on this voyage and why?

Day 3 Lesson Plan

Mini Lesson: Point of View

[redacted] Vs. [redacted]

Anticipatory Set:

Read Aloud: Chapter 5 (pp 23-27) "Afloat" journal entry by Sophie, and
Chapter 6 (pp 28-29) "Slugs and Bananas" Dog Log entry by Cody.

Objectives: Students will be able:

1. To demonstrate as understanding that point of view is determined by the author.
2. To demonstrate an understanding that different points of view exist.
3. To demonstrate an understanding that people have different points of view about a topic.

Procedure:

1. Examine point of view and explain First Person and Third Person.
2. Brainstorm other points of view that could have been in *The Wanderer*.

Study Guide Questions:

1. How are their written perspectives or Point of Views about the same events different?
2. Why would the author Sharon Creech write this novel in this manner?
3. Describe some of the challenges on board the ship, such as cooking, eating, sleeping, and keeping watch. How does the sea and weather affect these simple tasks?

Student Activities:

1. Write answers to the Study Guide Questions in their The Wanderer Notebook.
2. Present a skill, such as (jump rope) to the class.
   Limit: Must be able to do skill within the confines of a sailboat!

Homework:

1. Read Part V (pp 181-241) "Wind and Waves."
2. Captain's Log: Write your reaction to the storm. Is the journey home ever very easy?

Day 4 Lesson Plan

Mini Lesson: Foreshadowing through Story Telling Motif.

Anticipatory Set: Role Model: Play an Audio Tape of Ocean Sounds as you read, "Sea faring" poetry or stories from *The Wanderer*.

FOG

The fog comes on little cat feet.

It sits looking over harbor and city on silent haunches and then moves on.

Examples to choose from:

	Anonymous	"The Sea Farer"
←	Carl Sandburg	"Fog"
	Samuel Taylor Coleridge	"The Rime of the Ancient Mariner"
	Lord Alfred Tennyson	"Crossing the Bar"
		"Milton (Alcaies)
	The Holy Bible	stories of Jonah and Moses

Objectives:

1. Investigate plot elements of writing to justify theme and recognize foreshadowing.
2. Understand the use of foreshadowing in the Story Telling Motif.

Procedures:

1. After reading and the poetry, ask can you hear, feel, see, or taste the sea through the imagery of this poetry?
2. Using the Illuminator passages from the Teacher provided Literary Circle *The Wanderer* read other passages that represent the imagery of the sea.

Study Guide Questions:

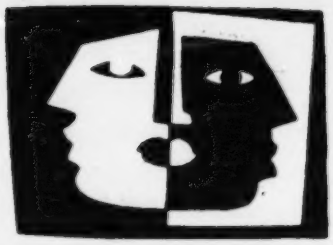
1. Why do you think poetry imagery appeals to mariners?
2. Do you think *The Wanderer* is a good title for this novel? Why or why not?
3. Analyze the theme the drive to get home.

Student Activities:

1. Create a map of *The Wanderer's* Journey. In addition to labeling the places the ship sails, list some of the important events that happen in each place.
2. Discuss the theme and foreshadowing in *The Wanderer*.
3. Will generate five (5) questions from Part VI. Land.

Homework:

1. Finish map of *The Wanderer's* Journey.
2. Read Part VI (pp 245-305) "Land.
3. Create five (5) questions from Part VI. Land.
4. Captain's Log: Do you think that Sophie learned much about life on her voyage home? Was there a time in your life when you were faced with conflict? Emphasize how you coped with the experience and learned from the voyage home.



Day 5 Lesson Plan
Mini Lesson: Character Development
Flat vs. Round or Static vs. Dynamic

Anticipatory Set: Reread *The Wanderer* Chapter 2 "Three Sides" pp. 3-7. Ask is your personality only one-dimensional?

Objectives:

1. Identify and apply Characters as Flat, Round, Static or Dynamic.
2. Apply critical thinking to compare/contrast heroic character traits to works and poetry in the unit.
3. Make critical decisions and organize Portfolios for *The Wanderer.*

Procedures:

1. After rereading Chapter 2 "Three Sides", explain the difference between Flat, Round, Static or Dynamic Characters.
2. Separate class into groups of three and brainstorm and discuss Characters in *The Wanderer.*
3. Answer Study Guide Questions, complete Reader Responses, and Captain Log Entries for *The Wanderer.*
4. Organize Portfolios for *The Wanderer.*

Study Guide Questions:

1. How have any of the characters changed during the voyage of *The Wanderer?*
2. Who do you think changed the most give specific examples? Who did not change?
3. Sophie describes the ocean as "having many sides like me." How is Sophie like the ocean?
4. How is your own personality like the ocean's?

Student Activities:

1. Character Development Story Map Activity.
2. Compare and Contrast Venn-Diagram Character at the beginning and at the end of *The Wanderer.*
3. Gather Assignments for Voyage Home Portfolio.
4. Novel Test on *The Wanderer.*

Homework:

1. Finish any projects not completed for Portfolio.
3. Captain's Log: Is this saying true for *The Wanderer?*
   "Home is where one starts from." (T.S. Eliot)

Day 6 Lesson Plan
Mini Lesson: Introduce the Classic!

Anticipatory Set: Have Coca-Cola memorabilia collection, displayed on a table. Drink a bottle of Classic Coke, the real thing, and say, "Aaaaaahhhh!" Now that I have their attention, I will explain how reading the YAL Novel *The Wanderer* was just a warm-up to a similar voyage home the in another genre the Epic Classic Poem *The Odyssey.*

Objectives:

1. Comprehend, interpret, and analyze a novel and classic epic poem.
2. Comprehend, interpret, and analyze the biography of an author.
3. Use a dictionary to find the meanings and origins of words.
4. Identify words from Greek Mythology that are commonly used English words.

Procedures:

1. Give Book Talk on *The Odyssey.*
2. Explain that *The Odyssey* is believed to have been written by the blind minstrel Homer.
3. The story telling motif is very powerful in this epic from two different standpoints, Homer telling the stories and Odysseus being known as a fantastic storyteller, who has been known to embellish on the facts.
4. Itemize several commonly used English words, any scientific, or literary, contributions to society, which have originated from the Ancient Greeks on a Poster or Bulletin Board. Examples: atlas, ocean, Achilles, python, panic, siren, odyssey, Olympic Games, Philosophy, Herodotus, Pythagoras, Democracy, etc.

Study Guide Questions:

1. What Greek originating word did you add to the Ancient Greek Word Bulletin Board?
2. Which words from the Bulletin Board do you use every day?

Student Activities:

1. Will share *The Odyssey* Glossaries that they created in the Teamwork Activity from Day 1.
2. Explore one page of a Dictionary add to the Procedure #4 above and add to their Portfolio.

Homework:

1. Read: Books 1-6 pp. 3-94 of *The Odyssey* by Homer.
2. Captain's Log: How is this passage significant in the epic classic *The Odyssey*?

"Home is where one starts from." (T.S. Eliot)

and Why was Odysseus in poor favor with Poseidon?

"But all the gods pitied him except Poseidon; he remained relentlessly angry with godlike Odysseus, until his return to his own country."

(Book 1 lines 19-21)

Day 7 Lesson Plan

Mini Lesson: Character Traits

Odysseus: Good Guy vs. Bad Guy! Hero or Not! Superman or Not!

Anticipatory Set: As students enter have on the Overhead Projector, Odysseus as a good guy and a bad guy Chart. Discuss with the students flaws in personalities may sometimes also be their "shining glory." Then have class watch a 10-minute clip of "Superman the Movie" and compare Odysseus to a Hero/Superhero like Superman.

Objectives:

1. Apply critical thinking to compare/contrast heroic character traits to works and poetry in the unit.

Procedures:

1. After teacher directed Overhead Activity.
2. List Characteristics of an Epic Hero on Board or Overhead
   Examples:
   1. Hero is of imposing stature (physical as well as social stature).
   2. Hero and /or style is grand, yet simple.
   3. Setting is vast.
   4. Hero has super-human courage and strength.
   5. Hero faces supernatural forces.
3. Put these five topics on a Venn Diagram with circles labeled Odysseus and Superman.
4. Student will complete Hero or Not Activity.
5. Answer Study Guide Questions on last nights H.W. reading.

Study Guide Questions:

1. How did Odysseus happen to land on the island of Ogygia- alone – after the Trojan War ended? How long did he stay on Ogygia?
2. Why did Penelope and Telemachus have such a hard time in Ithaca while Odysseus was away?
3. Of the following gods and goddesses, which ones were friendly to Odysseus and which ones worked against him: Zeus, Athena, Poseidon, Hermes, Aeolus, and the Sirens?

Student Activities:

1. Student will complete Hero or Not Activity.
2. Venn Diagram Compare/Contrast Odysseus.
3. Add student work to Portfolio.

Homework:

1. Read: Books 7-12 pp. 95-192 of *The Odyssey* by Homer.
2. Captain's Log: Why was Odysseus tooting his own horn in this passage?
   I am Odysseus, son of Laertes, known before all men for the study of crafty designs, and my fame goes up to the heavens."
   (Book 9 lines 19-20)

Day 8 Lesson Plan
Mini Lesson: Theme- Voyage Home!

Anticipatory Set: Display cartoon Odysseus kissing the ground of Ithaca. Does Odysseus look happy to get back home?

Objectives:

1. Gain a general understanding of theme.
2. Investigate plot elements of writing to justify theme, recognize foreshadowing and to express personal ideas.
3. Identify a poet's message by reading a poem.
4. Brainstorm for writing topics based on theme.

Procedures:

1. Show the class *The Odyssey* cartoon on the Overhead Projector.
2. Role Model reading the poem Ulysses (Odysseus in Greek) by Lord Alfred Tennyson.
3. Explain that this Ulysses is an old king at home but is restless and wants to leave home for a final journey. What do you think he seeks? (see following page for explanation).

Study Guide Questions:

1. How did the dead prophet Teiresias help Odysseus? Did his prophecy come true?
2. When Odysseus reached Ithaca at last, why did he stay with the swineherd, Eumaeus instead of going directly home?
3. Do you think that all people want or desire to take a final trek?

Student Activities:

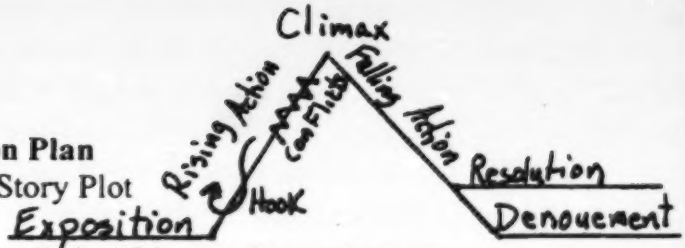
1. Answer the Study Guide Questions on last night's HW Reading Assignment.
2. Review: *The Odyssey* Crossword Puzzle to aid study for Final.

Homework:

1. Read: Books 13-18 pp.286-370 of *The Odyssey* by Homer.
2. Captain's Log: How does this passage show Odysseus is happy to be going home?

   "Lord Alcinous, my most worshipful prince, make your drink-offerings now and see me safely off. And farewell to you all! For now my dearest wishes have been fulfilled: I have your escort home and I have your welcome gifts. May the gods in heaven bless them, and may I find my wife and loved ones safe and sound on my return home."

   (Book 13 lines 38-43)



Day 9 Lesson Plan
Mini Lesson: Story Plot

Anticipatory Set: Perform the Read–Aloud Story Script "Odysseus Returns Home."

Objectives:

1. Recognize literary elements in the plot: introduction, rising action, conflicts/complications, climax, falling action, conclusion, and denouement in a written piece of literature.
2. Using a different genre, the students will experience the written word dramatically and have a better understanding of the plot literary elements..
3. Apply Teamwork skills to complete assignments.

Procedures:

1. Divide Class into two groups assign Group 1 *The Wanderer* by Sharon Creech. and assign Group 2 *The Odyssey* by Homer.
2. Have each group using a good teamwork ethic complete the Story Plot Flow Map (see attachment file).

Study Guide Questions:

1. Although there were only hints in the story, can you tell why it was a custom to honor and help all travelers and beggars?
2. How did Penelope prove to herself who Odysseus really was?

Student Activities:

1. Fill in Story Plot Map.
2. Take Final Test on *The Odyssey*.
3. Work on Portfolio or Contract Assignment.

Homework:

1. Read: Books 19-24 pp.193-285 of *The Odyssey* by Homer.
2. Captain's Log: Read this passage, why did Odysseus want peace?
   "Odysseus favorite of Zeus, resourceful son of Laertes, hold your hand! Stop fighting your countrymen, in case you incur the wrath of Zeus the Thunderer. Odysseus obeyed her, and his heart rejoiced. Then Pallas (Mistress) Athena, Daughter of Zeus, still using Mentor's form and voice for her disguise, established peace between the two sides."
   (Book 24 lines 541-548)

Day 10 Lesson Plan
Mini Lesson:

Theme Comparison *The Wanderer* by Sharon Creech and *The Odyssey* by Homer

Anticipatory Set: Read the opening paragraph of *The Odyssey* page three (3) During the flashback on Skheria when Odysseus relates the story of his wanderings, a number of other settings are described as Odysseus moves from Troy, through the Mediterranean, to Ogygia. And other examples comparing and contrasting the two genres, etc. Compare that passage with quotes from page 13 and 33 of *The Wanderer*. (or see Literary Circle Illuminator).

Objectives:

1. Apply critical thinking to compare/contrast heroic character traits to works and poetry in the unit.
2. Comprehend, interpret, and analyze a novel and classic epic poem.

Procedures:

1. After setting the stage, have students brainstorm comparing *The Wanderer* by Sharon Creech and *The Odyssey* by Homer.
2. Then have students list the comparison on a poster and add to the bulletin board for the Thematic Unit "Voyages Home."
3. The students may spend the balance of class time preparing their Portfolios.

Student Activities & Study Guide Questions:

1. Reader Response Although the novel *The Wanderer* has a positive, uplifting ending, Rosalie leaves for Spain, and Uncle Dock continues to pine for her. Why do you think the author Sharon Creech separates these two characters? Would you have ended Dock's story this way? Did everything turn out the way Uncle Dock and Odysseus expected it to? Why or why not?
2. Do you think *The Wanderer* is a good name for Odysseus? Why or why not?
3. Explain how the reading of *The Wanderer* helped to prepare you for the Classic Epic Poem *The Odyssey*.

Homework:

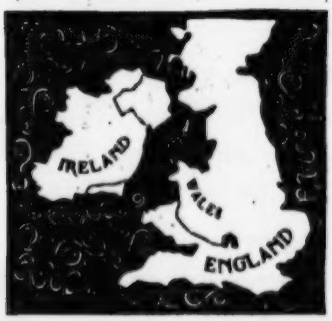
1. Finish compiling Voyage Home Portfolio.
2. Captain's Log: Final Entry: Compare the wanderings of *The Wanderer* and *The Odyssey* to one of your journeys home.

Assessments

	Points
Portfolio Individual Projects	100
Classwork, Homework, Crossword Puzzle, etc.	100
Group (Glossary) Projects for *The Wanderer* and *The Odyssey*	50
Peer Assessment Rubric	50
Study Question Answers on *The Wanderer* and *The Odyssey*	50
Reader Responds for *The Wanderer* and *The Odyssey*	50
#10 Entries Captain Log progress through *The Wanderer* & *The Odyssey*	50
Tests on *The Wanderer* & *The Odyssey* (included)	50
Map of *The Wanderer* or *The Odyssey* Voyage	50
Write an Epilogue for *The Wanderer* and *The Odyssey*	50
	600

Grading Scale 0-377=F 378-431=D 432-503=C 504-557=B 558-600=A

Other Related Works

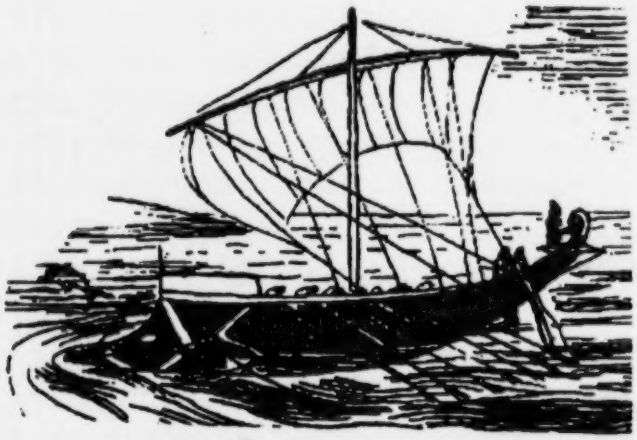


The Iliad by Homer
Walk Two Moons by Sharon Creech
Chasing Redbird by Sharon Creech
Waiting for Odysseus by Clemence McLaren
Dove by Robin Lee Graham
Moby Dick by Herman Melville
The Voyage of the Frog by Gary Paulsen
Destiny by Vicki Grove
The Tempest by William Shakespeare

Maritime Sea Faring Poetry, Etc.

Anonymous	"The Sea Farer"
Lord Alfred Tennyson	"Ulysses"
	"Crossing the Bar"
	"Milton (Alcaies)"
Samuel Taylor Coleridge	"The Rime of the Ancient Mariner"
Carl Sandburg	"Fog"

Stories From *The Holy Bible*	Jonah
	Moses



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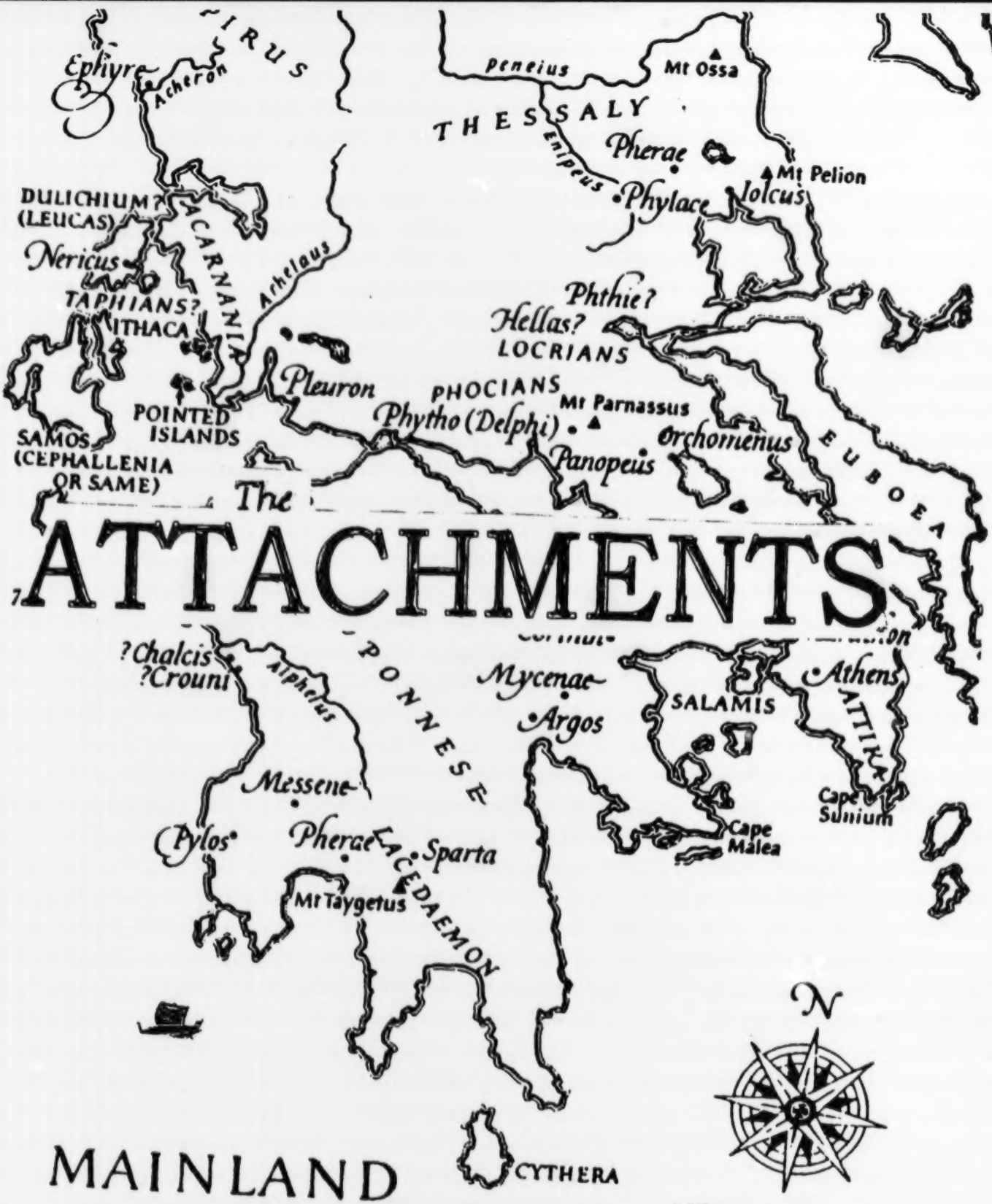


MAINLAND GREECE

Homer *The Odyssey* Translated by E.V. Rieu (1946) and Revised by his son D.C.H. Rieu. New York: Penguin Books, 1991.

SHAKEDOWN

Literary Circle of
The Wanderer by Sharon Creech

Discussion Director

1. What were you thinking about as you read *The Wanderer*?

2. What did the text make you think about? Have you ever been sailing or boating or flying that made you feel as Sophie described?

3. Do you know any foster kids that might have felt as Sophie did or have other children resent her as Brian did?

4. Ask Sharon Creech why she told the story from two different Points of View (Sophie's and Cody's)?

5. What are the most important themes in *The Wanderer*?

6. What do you think might happen next after *The Wanderer*? And Why?

7. What was the change that took place in each of the characters of *The Wanderer*?

Summarizer *The Wanderer*

Sophie is an orphan girl that is adopted into a family (three years ago). She is going on a sailing adventure with three uncles and two (boy) cousins, Brian and Cody. They are sailing on a 45-foot sailboat *The Wanderer* from Connecticut to England. Sophie and her cousin Cody tell the story of the adventure in alternating journal entries. They are all on their way to see grandfather, Bompie. Uncle Dock (Jonah) is her favorite but Uncles Stew (Brian's dad) and Mo (Cody's dad) had reservations about having Sophie along. After proving herself, over and over, her value is realized. Mother Nature had another "surprise" in store for the wanderers.

The Wanderer Word Catcher

Sailing Terms	Geography Terms	Terms
Captain's Log(24)	Connecticut(23)	dog log
Good omens(55)	Kentucky	temptress(2)
Motley crew(4)	Block Island(26)	impulsive(3&5)
Bilge(14)	Martha's Vineyard(38)	honey tongue(7)
Masts, booms	Gulf of Maine(53)	teller of tales(7)
Bosun's chair(32)	Grand Manan Island(65)	wildlife(31)
Spire(36)	Seal Cove(65)	dolt(34-5)
Points of sail(48)	Bay of Fundy(53)	bludgeon(39)
Beating	Nova Scotia(53)	juggling(49-50)
Reaching	Wood Island(88)	coordination(50)
Tacking	Gulf Stream	capricious(53)
Astern(48), bow(56)	Labrador Current	decrepit(66)
Breakwall(65)	Appalachian Trail(236)	hypnotized(87)
Sea fleas(67-68)	Ireland(246) Crosshaven	invisible(91)
Roe(68)	Irish Sea & Wales	fog(92)
Clamming(74)	Severn River(271)	humongous(98)
Plankton(116)	England	irresponsible(98)
Autohelm(121)	Bristol	beauteous(116)
Radio Code(124-5)	Swindon	gargantuan(117)
Ham Radio(129)	Reading	synchronization(152)
Clove & End Hitch(132)	Windsor Castle	replica(152)
Grommets(133)	Kirk=church	pulverize(190)
Slides(134)		succumb(202)
Outhaul(134)		oblivious(227)
Gimbal(141)		idjit(134)
Reef the main(141)		lighthouse(246)
Surfing(191)		

The Wanderer Connectors

The Wanderer	"The Rime of the Ancient Mariner" by Samuel Taylor Coleridge
Sophie (Foster Child)	*The Great Gilly Hopkins* (Foster Child) by Katherine Paterson
The Wanderer (Ocean Storm)	*Jacob Have I Loved* by Katherine Paterson (Chesapeake Bay Storm Hurricane)
The Wanderer (Ocean Storm)	*The Tempest* by William Shakespeare (Prospero's Violent Storm)
The Wanderer	*Voyage of the Frog* by Gary Paulsen
The Wanderer	*The Perfect Storm* by Sebastian Junger

Allusion

The Wanderer (Wanderer's Voyage)	*Bible Story* "The Book of Jonah" (Jonah's Voyage)
The Wanderer	Tennyson's quote page 205 pp. 201-202 (?)

Non-Fiction

The Wanderer	*Dove* (1992) by Robin Graham
The Wanderer	*Kon-Tiki* (1984) by Thor Heverdahl

Illuminator

Love of the Sea

Preface "The Seafarer's Quote"
" This tale is true, and mine. It tells how the sea took me, swept me back and forth…"

Page 13 (Sophie seeing *The Wanderer* in dry dock)
"But it has a terrific name: *The Wanderer*. I can picture myself on this sailboat, wandering out across the sea, wandering, wandering."

Page 23
"the smell of the sea, the feel of the wind on your face and your arms, the flapping of the sails—oh, it was magic!"

Page 32 (Sophie in the bosun's chair)
"You feel the air on your face and in your hair, you smell the sea, you feel so free."

Page 33
"I want to be moving, to be sailing, where it doesn't matter if its day or night, where time is all connected. I'd like to catch a fish, to feed myself directly from the ocean. I hope to be a voyager, a wanderer, sailing on to Bompie!"

Page 53 (Carl Sandburg's fog – little cat feet)

Fear of the Sea

Page 68
"And I had this strange felling, thinking about how a lobster is saved by being tossed in the ocean, but if I were tossed in the ocean that would be the end of me."

Page 74
"You could forget things, forget so many details of your life, and then if someone ever wanted to know what you'd thought or what you felt, you might not remember, or maybe you'd be sick or gone or something and you couldn't tell them and they'd never know. It would be as if those tiny nibbling sea fleas had eaten up the substance of your life."
Page 74 (Mother's Quote)
"All his (Bompie's) stories --- It's like a picture in his head"

Page 80 (Bompie's Quote)
"It's not where you're going that's important—it's how you get there."

Page 122 (Bompie's Quote)
"Suffering builds character."

Fear of the Water

Page 81 (Cody Thinks)
"I am starting to think something else, too. I think Sophie's afraid of the water. It's just a feeling I have."

Page 85 (Sophie telling a Bompie Story)
"and he let go and down, down, down he fell into the swirling water."

Rhetorical Questions

Page 116
"Why wouldn't a person do what he was good at and what he wanted to do?"

Page 163
"What's it all about, Sophie?.... You know. Life."

Page 164 (Life Insurance)
"And so I Started thinking about life insurance and how nice it would be if you could get insurance that your life would be happy,"

Page 153 (Uncle Mo's Dolphin Quote)
"They remind you of being a child, with all that curiosity and energy. They remind you that this is what you could be, not what you should grow out of."

Sea is Calling

Page 118
"But all the worries are countered by this huge, surging, pushing feeling, as if the sea is calling and the wind is pushing and *whoosh* off we are going, *whoosh*!"

Page 126
"The sea, the sea, the sea. It rolls and rolls and calls to me!"

Sophie compares the ocean to Herself

Page 3
"My father calls me Three-sided Sophie: one side is dreamy and romantic; one is logical and down-to-earth; and the third side is hardheaded and impulsive."

Page 133
"Out here, I feel as if the ocean is alive, as if it is living breathing, and moody, oh so moody! Sometimes it is calm and smooth, as if it were asleep; and sometimes it is playful, splashing and rolling; sometimes it is angry and knocks us about. It's as if the ocean has many sides, like me."

Alive

Page 170
"You feel as if every inch of you is alive and you are working hard to *stay* alive and the boat is helping you and you are helping it and everyone is in there together, and *whoosh*, away you go!"

Page 183 (sailing a nonsexist sport)
"because I feel as if I'm really helping and right now it doesn't matter if it's a girl or a boy doing it, as long as somebody gets it done."

Page 223
"We are all quieter than usual, thinking about being alive, and how fragile a line there is between being alive and not being alive"

Imagery

Page 185
"Now the waves are more fierce, cresting and toppling over, like leering drooling monsters spewing heavy streaks of foam through the air."

Page 205 (Tennyson poetry "Ulysses" quote)
"Smite the sounding furrows!"

Page 209
"I was going overboard; I was sure of it. Underwater forever, twisting and turning, scrunched in a little ball. Was this the ocean? Was I over the side and in the sea? Was I four years old? In my head, a child's voice was screaming, "Mommy! Daddy!"

Characters of *The Wanderer*

The Crew

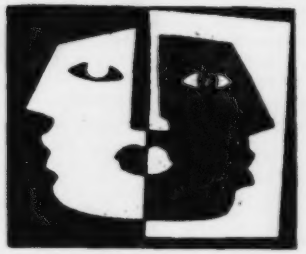
Cousins
Sophie=orphan adopted into the family, her adopted mother is the Uncles' sister Claire
Brian=Uncle Stew's son
Cody=Uncle Mo's son

Uncles
Stew=Stuart
Mo=Moses
Dock=Jonah

Bompie=Grandfather living in England sailing to visit him
Margaret=deceased wife

Joey=friend of Uncle Dock's, lives on Martha's Vineyard
Rosalie=Joey's sister Uncle Dock's been hung up on her all his life
Frank= another friend of Uncle Dock's, lives on Grand Manan Island off Nova Scotia

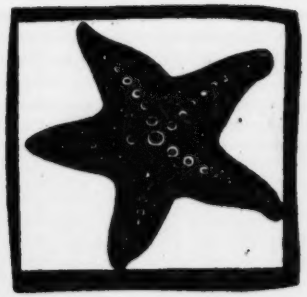
Character Map



Sophie

Write the name of one character in the diamond. Write one character trait in each of the ovals. Write one supporting detail in each of the rectangles.

Developed by Laura Candler (Teaching Resources at http://home.att.net/~teaching)



Venn Diagram

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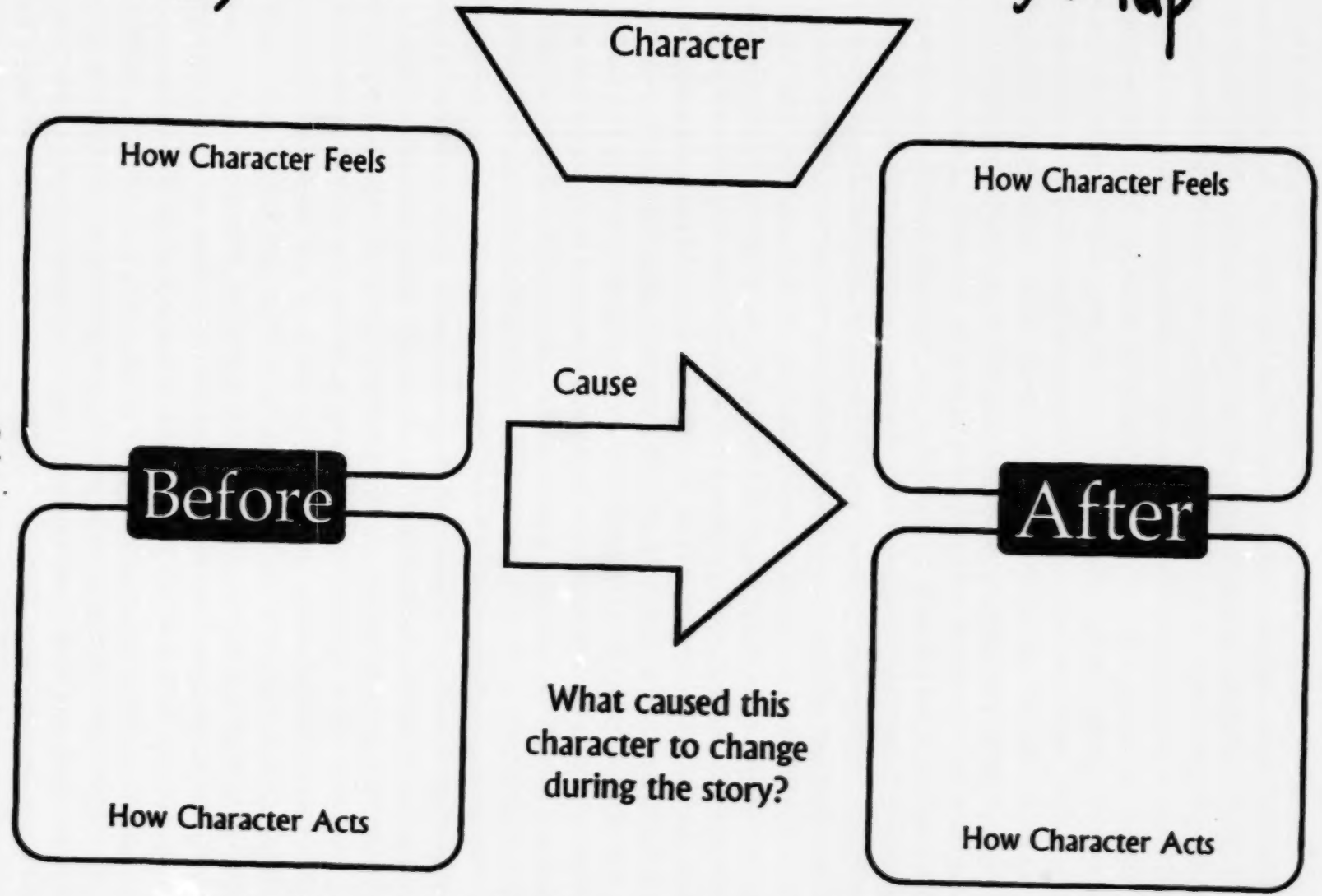
Character Development Story Map



Developed by Laura Candler (Teaching Resources at http://home.att.net/~teaching)

Character Comparison

Book Titles *The Wanderer & The Odyssey*

Sophie

Odysseus

Developed by Laura Candler (http://home.att.net/~candlers/resources.htm)

Literary Reactions

Choose 5 events that have happened so far in the novel. Write a sentence or two describing eacl event(what happened). Then write several sentences giving your personal reactions and feelings.

Event	Personal Reactions

Developed by Laura Candler (Teaching Resources at http://home.att.net/~teaching)

Story Plot Flow Map*

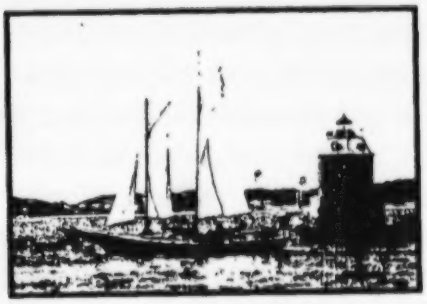
Beginning

Middle

Climax

Conclusion

Developed by Laura Candler (Teaching Resources at http://home.att.net/~teaching)



Captain's Log
Journal Entry Evaluation

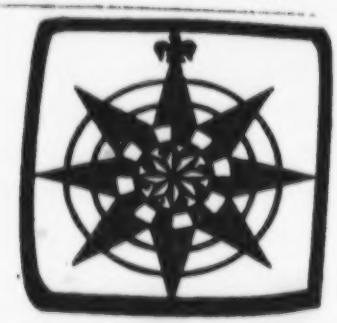
Grading Criteria	Points (5 max)
Log Entry #1	
Log Entry #2	
Log Entry #3	
Log Entry #4	
Log Entry #5	
Log Entry #6	
Log Entry #7	
Log Entry #8	
Log Entry #9	
Log Entry #10	
Total Points/Letter Grade	

0-11 = F, 12-21 = D, 22-31 = C, 32-41 = B, 42-50 = A

READER RESPONSE EVALUATION

Grading Criteria	Points (5 max)
Topic Sentence/Supporting Details	
Interesting Sentences	
Evidence of revision in final copy	
Spelling and punctuation	
Neatness and/or Typing Skills	
Total Points/Letter Grade	

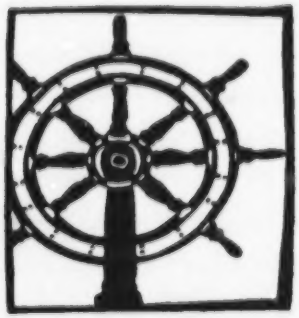
0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A



PROJECT EVALUATION RUBRIC

Grading Criteria	Points (5 max)
Presentation of Material	
Colorful and Eye-Catching	
Spelling and Punctuation	
Interesting Material	
Neatness and/or Typing Skills	
Total Points/Letter Grade	

0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A



Captain's Log
Journal Entry Evaluation

Grading Criteria	Points (5 max)
Total Points/Letter Grade	

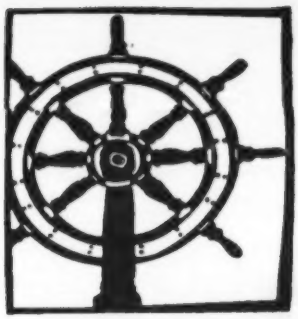
0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A

Project
Evaluation Rubric

Grading Criteria	Points (5 max)
Total Points/Letter Grade	

0 - 5 = F, 6 - 10 = D, 11 - 15 = C, 16 - 20 = B, 21 - 25 = A

Developed by Laura Candler (http://home.att.net/~candlers/resources.htm)

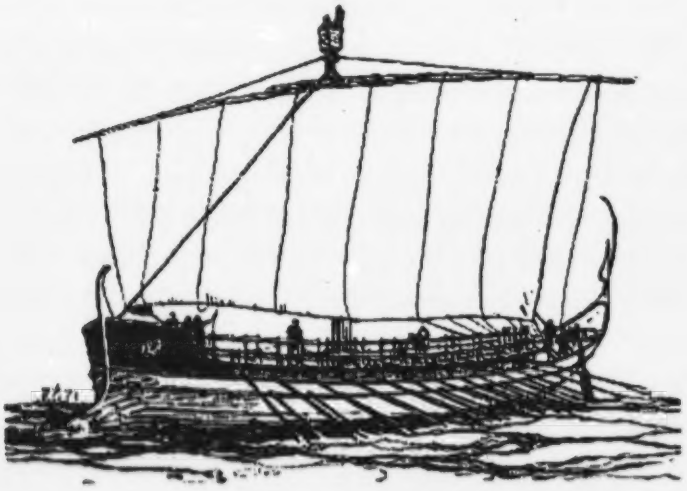


Also Cited!

Nautical icons, maps, and ship pictures from *The Wanderer* by Sharon Creech and ship pictures from www.showgate.com/medea/ship/grkshp, and *The Odyssey* Cartoons from www.mythweb.com/odyssey.

To add atmosphere to this Voyages Home Thematic Unit, I have added to the lesson plans and worksheets nautical icons from both books and internet resources to enhance and entice students for their enjoyment of this voyage home.

Diane L. Sekula



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